



Sunshine Bible Academy

School Improvement Plan

Sunshine Bible Academy

Motto, Mission, Philosophy and Purpose

Motto

God's Truth for Today's Youth.

Mission Statement

The purpose of Sunshine Bible Academy is to provide a K-12 Christian educational system that includes a local day-school elementary education program and a residential secondary education program. Historically developed in a rural setting, Sunshine Bible Academy continues to serve families from ranches and farms as well as families from urban areas and foreign countries. The residential component allows Sunshine Bible Academy to be a ministry to families by providing a Christ centered accredited education for families who desire to attend an excellent Christian school in a strong evangelical non-denominational environment. Students attending Sunshine Bible Academy are provided an accredited academic program in an atmosphere supportive of spiritual, social, and physical development according to a Biblical philosophy of life. Activities and opportunities will be provided to:

1. Develop within students a respect for learning that will make learning a life-long process.
2. Strive to meet the diversity of individual needs, interests, abilities, and learning styles of students.
3. Enhance the development of responsible citizenship for fulfilling roles of leadership and group participation in life.
4. Promote basic skills including reading, writing, speaking, listening, observing, critical thinking, reasoning, problem solving, and logic in all students.
5. Encourage students in the appreciation, development of skills, and the exploration of talent in music, drama, physical, and practical arts.
6. Assist students in acquiring knowledge and skills to enhance their physical and mental health, which would enable them to accept in themselves and others the Biblically based importance of feelings, dignity, and self worth.
7. Challenge students through successful learning experiences at their ability level which will guide them in personal, social, ethical, moral, and psychological development, with the ultimate experience being the initiation and maturing growth in Jesus Christ as both Savior and Lord.

Philosophy

Sunshine Bible Academy is committed to a Biblical philosophy of education, a theistic, God centered philosophy as opposed to a humanistic, man-centered worldview of life. We believe that everything is ultimately related to God and that true education must include revelation from God through His Spirit, His creation, His written Word and Son, Jesus Christ.

Since the fear of the Lord is the beginning of knowledge, (Proverbs 1:7), education necessarily must be a process by which we learn to see things from God's point of view. This process must progress from the learning of Biblical truth to the application of that truth to everyday life. Because in God the Son, Jesus Christ, the creator, architect, and sustainer —are hid all the treasures of wisdom and knowledge (Colossians 2:3), we believe all knowledge of truth must be viewed as coming from Him.

We believe the Bible to be the revelation of God's plan and purpose for mankind and a trustworthy authority for faith and practice in the living of the Christian life. From God's Word we understand that man was created in the image of God, but through the entrance of sin into the human race, man has a basic need to confess his sin, receive salvation from sin, and inherit eternal life through the grace God has given through the life of Jesus Christ.

We believe that Sunshine Bible Academy exists to assist parents with their responsibility to raise their children in the nurture and admonition of the Lord. We believe parents have the obligation to teach their own children in matters of morality and faith, and that formal schooling should support the efforts of parents. We believe behaviors are morally right or wrong because God has declared such in His Word, and values for life are true only if they are based upon His Word.

Values based upon principles in God's Word give meaning, purpose, and design, enabling man to respond to God through faith in love and obedience, joyfully doing His will. We believe that each student has individual worth and dignity, having been created in the image of God; and that the full potential of each student can be developed through the knowledge of Jesus Christ as personal Savior and Lord and through the disciplined approach to learning in an environment supportive of the pursuit of knowledge and excellence.

Sunshine Bible Academy is a Christian educational system committed to glorifying God by teaching students to love God and to learn academic, social, spiritual, and physical concepts and skills to live a productive, responsible life in family, church, and civic relationships.

The policies of Sunshine Bible Academy have been established to provide a nurturing environment for the educational, emotional, and spiritual development of young people. The responsibility for carrying out the goals expressed in the mission statement and the beliefs stated in the philosophy, must be shared by all members of the SBA community.

Purpose

The Articles of Incorporation for Sunshine Bible Academy, made and entered into on March 27, 1951, provides the following as the purpose of the school:

The purpose for which this corporation is formed is to conduct and maintain a High School and any other educational institutions which may be deemed necessary for the general education of youth in the essentials of culture and in the arts and sciences, giving emphasis to the Christian doctrines and the ethics revealed in the Holy Scriptures; combating all atheistic, agnostic, pagan, and so-called scientific adulterations of the Gospel; unqualifiedly affirming and teaching the Inspiration of the Bible (both the Old and New Testaments); the birth of our Lord and Savior, Jesus Christ; His identification as the Son of God; His vicarious atonement for the sins of mankind by the shedding of His blood on the cross; the resurrection of His body from the tomb; His power to save man from sin; the new birth through the regeneration by the Holy Spirit; and the gift of eternal life by the grace of God through faith in Jesus Christ.

These Articles of Incorporation shall never be amended, modified, altered or changed as to the provisions set forth herein as regards this statement of purpose.

Clearly, then, Sunshine Bible Academy has a rich and cherished history, having been founded with the unmistakable purpose of providing quality academic instruction without compromising God's Truth.

We believe that Sunshine Bible Academy exists to assist parents with their responsibility to raise their children in the nurture and admonition of the Lord by integrating God's truth in all areas of life.

Sunshine Bible Academy students will receive an education of the highest quality from a biblical worldview. The faculty and staff at Sunshine Bible Academy shall instruct and guide each student in SPICE development:

- **S**piritual – Each student will develop a biblical worldview and be taught to embrace the calling of the Lord on their lives. Spiritual growth will be a priority at the school.
- **P**hysical – Each student will develop knowledge and skills in physical conditioning and good health. Students will learn the basics of team sports, and will be given the opportunity to participate on outstanding athletic teams.
- **I**ntellectual – Each student will develop a passion for learning by being exposed to exceptional teaching in all subject areas from knowledgeable and dedicated teachers.
- **C**ommunal – Each student will develop an understanding of what it means to be a member of a community—locally, regionally, nationally and globally. Students will be exposed to the realities of life in our world in these various areas, and be given the opportunity to impact these realities in a positive manner, through academic exposure and service opportunities.
- **E**motional – Each student will develop an understanding of character, good judgment and healthy relationships, along with how to recognize various emotions and deal with them in appropriate ways.

Finally, each student at Sunshine Bible Academy will LEAD.

- **L**earn – Students will learn the core content and foundational principles necessary in order to be successful in each subject area. These are the building blocks of success.
- **E**xplore – The material that is learned in the classroom and through independent study and research will be explored through conversation, group projects, online discussion forums and other means of putting the material to the test.
- **A**pply – After learning and exploring the foundational principles and core content students will apply what they have learned through research projects, community service engagement, mission opportunities, and traditional means of evaluation.
- **D**evelop – Students will, individually and as groups, develop new applications for the knowledge that they acquire.

Additional information regarding the founding, motto, mission, philosophy, purpose and policies of Sunshine Bible Academy is available in the Parent-Student Handbook, which can be accessed on the SBA web site.



Sunshine Bible Academy

400 Sunshine Drive | Miller SD 57362

School Board President: Mr. Tom Young
Superintendent/Principal: Mr. Jason B. Watson
Dean of Students: Mr. Wes McClure
Athletic Director: Mr. Greg Pedersen
Phone: 605.853.3071 | **Fax:** 605.853.3072
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The Community of Miller, South Dakota

Miller is a town of approximately 1,500 people located in central South Dakota. The surrounding area is heavily engaged in agricultural production, both farming and ranching. Miller is also in the heart of pheasant-hunting country.

Sunshine Bible Academy is located thirteen miles south of Miller.

The School

The Articles of Incorporation for Sunshine Bible Academy, made and entered into on March 27, 1951, provides the following as the purpose of the school:

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The Mission

The purpose of Sunshine Bible Academy is to provide a K-12 Christian educational system that includes a local day-school elementary education program and a residential secondary education program. Historically developed in a rural setting, Sunshine Bible Academy continues to serve families from ranches and farms as well as families from urban areas and foreign countries.

The Student Body

Sunshine Bible Academy draws students from across South Dakota, across the United States, and around the world. In 2013-14 there are students from seven other states and three countries: Ethiopia, Japan and South Korea.

- 50.7% of the high school is female; 49.3% male
- Slightly less than 11% of the high school population is made up of international students
- 21.5% of the high school population consists of students from outside of South Dakota
- Approximately 8% of the high school population is Asian; 3% is African; 3% is American Indian; 10% is multiracial; 76% is Caucasian
- 90% of the class of 2013 went on to college, university or technical school after graduation

Accreditation

Sunshine Bible Academy is accredited by the South Dakota Department of Education and is a member of the Association of Christian Schools International.

Sunshine Bible Academy offers a wide variety of academic, industrial arts, fine arts and technology courses. Juniors and seniors also have the opportunity to earn college credit through SBA's partnership with Central Christian College of Kansas. In 2013-14, 38.9% of juniors and seniors took one or more of eight available dual enrollment courses.

SBA Grading Scale

A+ 99.0 – 100.0	B+ 91.5 – 93.49	C+ 83.5 – 86.49	D+ 74.5 – 76.49	F 69.49 and below
A 95.5 – 98.99	B 88.5 – 91.49	C 79.5 – 83.49	D 71.5 – 74.49	I Incomplete
A- 93.5 – 95.49	B- 86.5 – 88.49	C- 76.5 – 79.49	D- 69.5 – 71.49	

CEEB Code: 420-876

SBA ACT scores in 2013-14:

19.9 in English [21.0 state, 20.3 national]
 19.8 in Math [21.8 state, 20.9 national]
 21.3 in Reading [22.3 state, 21.3 national]
 20.1 in Science [22.1 state, 20.8 national]
 20.3 Composite [21.9 state, 21.0 national]

TerraNova 3 Test Results

Since the 2011-12 school year Sunshine Bible Academy has administered the *TerraNova, Third Edition* (TN3) test to all students in the school, grades K-12. The TN3 test was developed by CTB/McGraw-Hill. In partnership with the Association of Christian Schools International (ACSI), the TN3 Form G, Complete Battery, has been customized to include a Bible assessment subtest.

The TN3 incorporates “dedication to the highest technical standards. It leverages the most current innovations in measurement methodology. The result is a valid, reliable assessment that meets rigorous psychometric standards. This ensures that results accurately measure and report...students’ performance relative to the latest national norms” (ACSI). A particular advantage of the TN3 ACSI edition is there ability for Sunshine Bible Academy to see current and accurate achievement comparisons with other Christian (ACSI-member) schools, meaning that the SBA results are being compared with other schools that tend to use the same or very similar curriculum materials and to teach from the same or very similar worldview as SBA faculty.

The TN3 test Reading and Language, Math and Bible for kindergarten, Reading and Language, Math, Science, Social Studies, Word Analysis, Vocabulary, Math Computation and Bible in first grade, all of the first grade subjects plus Spelling and Language Mechanics in second grade, and all of the second grade subjects, with Reading and Language divided into separate tests, in third grade. Grades four through twelve test Reading, Language, Math, Science, Social Studies, Vocabulary, Spelling, Language Mechanics, Math Computation and Bible.

The performance of SBA students on the TN3 test has been exceptional. In 2011-12 fourteen students, in a collective total of thirty test categories, scored at the 99th percentile. In 2012-13 seventeen students, in a collective total of thirty-two test categories, scored at the 99th percentile.

In 2012-13, SBA's mean scale scores exceeded the national norm group in every subject area in grades 9-12. Since SBA’s elementary classes are so small (five or fewer students in each grade K through 8) the comparisons there were not very accurate; with a pool that small the performance of one student can greatly skew the overall score (for better or for worse). However, the elementary and middle school students did very well too, particularly in reading and language arts.

In 2012-13 twenty-seven percent of SBA students’ Total Score on the TN3 test was 84 or higher on the percentile rank. Since not all schools completing the TN3 test take the Bible subtest, the results for the Bible section are reported differently than the other sections, with students earning ratings of Advanced, Proficient, Basic or Below Basic. SBA had a higher percentage of students ranked Advanced in Bible than the ACSI national average in grades K, 4, 7, 9, 11 and 12.

The TN3 reporting also provides an Objective Performance Index (OPI), which estimates the number of items a student could be expected to answer correctly if there had been 100 items for that objective. SBA high school students’ OPI exceeded the national average OPI score in every test category but three in grades 9-12. A breakdown of the OPI follows:

- 9th grade

- 37 categories, exceeded by 5 to 17 points, with strongest areas being reading, language and math computation
- 10th grade
 - 37 categories, exceeded by 2 to 17 points, with strongest areas being vocabulary, spelling and math computation
- 11th grade
 - 37 categories, exceeded by 2 to 16 points, with strongest area being language mechanics (integers was one area SBA was below the national average, by 2 points)
- 12th grade
 - 37 categories, exceeded by 1 to 12 points, with strongest area being reading
 - Algebraic patterns and functions was right on the national average, and integers was under by 4 points

Test Analysis: There is no question that there is always room for improvement, and Sunshine Bible Academy will continue to make every effort to have the very best teachers utilize the most effective curriculum and recourses in teaching its students. The TN3 results provide concrete evidence that students at SBA are receiving a rigorous and quality academic education. SBA's ACT results provide further support of the quality of the education being provided.

Climate Survey

In January 2014 a climate survey was made available to the parents of all Sunshine Bible Academy students, to all SBA faculty and staff and to all SBA students in grades 7-12. The survey was administered online, via surveymonkey.com. Parents were informed of the survey via three e-mails inviting and reminding them to complete the survey, with each e-mail including a link to the survey. Faculty and staff members were informed via two e-mails, also including a link to the survey. Students were informed via daily announcements, by teachers and dorm supervisors, and the web address for the survey was posted in the school computer lab.

The purpose of the survey was to solicit feedback from the various groups involved in and served by the school regarding the school's strengths and weaknesses and to invite suggestions for improvement or change. The results of the surveys has been used along with other data to influence the proposed plan of improvement for the future of Sunshine Bible Academy.

The survey provided to parents and students included twenty-eight questions to be answered with one of five possible choices – Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D) or Strongly Disagree (SD). Respondents had the opportunity to skip any question they did not wish to answer. There were then six questions pertaining to ideas for improvement or change for the future, including questions about dress code, elective course offerings, co-curricular offerings, and the biggest blessings/advantages and challenges/disadvantages of having students at SBA. The parent survey included a few demographic questions at the end, including age, gender, grade(s) of student(s), and number of years having students at SBA. The demographic questions for students included gender, grade and number of years at SBA.

The survey questions provided to staff included the same twenty-eight questions as the parent and student surveys and also included the questions on dress code, curricular and co-curricular offerings. The blessing/advantage, challenge/disadvantage and demographic questions were not included.

There was no identifying information required for any participants to access the survey, so which parents, faculty/staff or students completed or did not complete the surveys is not known. There was no distinction made between faculty and staff in completion of the survey, either. The reality is that any one person could have completed the survey multiple times, too, though there is no reason to believe that that occurred.

Description of Data. The tables below identify the results of the climate change survey by respondent groups. The surveys were random in that they were made available to all parents, faculty/staff and students and completed only by those who chose to participate. The results are displayed with the percentage of respondents in each category.

Analysis of Data. Given that there is no comparison data from previous surveys to compare these results to it is not possible to evaluate whether Sunshine Bible Academy has improved or regressed in specific areas. The results are, across the board, overwhelmingly positive. There are a few areas of concern, indicated following each set of data.

Sunshine Bible Academy Parent Climate Survey Results

Question	SA	A	N	D	SD
My child feels safe at Sunshine Bible Academy.	76.47	20.59	2.94	0.0	0.0
The policies at SBA reflect the school's objectives.	66.67	27.27	3.03	3.03	0.0
The rules and policies are consistently enforced at SBA.	39.39	48.48	6.06	6.06	0.0
The discipline procedures at SBA help students make good choices.	35.29	55.88	8.82	0.0	0.0
Students at SBA feel like they belong and are accepted.	51.52	45.45	3.03	0.0	0.0
The overall atmosphere at SBA is positive.	54.55	42.42	3.03	0.0	0.0
Students at SBA have adequate access to current technology tools.	30.30	45.45	6.06	15.15	3.03
The school administrator knows and cares about the students at SBA.	79.41	11.76	2.91	0.0	5.88
The dean of students knows and cares about the students at SBA.	70.59	26.47	2.94	0.0	0.0
The teachers know and care about the students at SBA.	67.65	29.41	2.94	0.0	0.0
The resident supervisors know and care about the students at SBA.	65.63	31.25	3.13	0.0	0.0
The support staff know and care about the students at SBA.	60.61	36.36	3.03	0.0	0.0
Students feel encouraged to participate in school activities at SBA.	69.70	27.27	3.03	0.0	0.0
Teachers at SBA are available and willing to provide help to students.	75.76	18.18	6.06	0.0	0.0
The classwork at SBA challenges students to think.	51.52	48.48	0.0	0.0	0.0
The classwork at SBA is presented from a biblical worldview.	69.70	24.24	6.06	0.0	0.0

The amount of homework assigned at SBA is reasonable.	39.39	42.42	12.12	6.06	0.0
All individuals at SBA are treated with dignity and respect.	39.39	60.61	0.0	0.0	0.0
The teachers at SBA present material in a way that students can understand.	18.18	75.76	6.06	0.0	0.0
There is a sufficient number of diversity of electives offered in the high school at SBA.	48.48	45.45	6.06	0.0	0.0
There is a sufficient number and diversity of athletic activities available at SBA.	57.58	39.39	3.03	0.0	0.0
There is a sufficient number and diversity of non-athletic co-curricular activities available at SBA.	42.42	42.42	12.12	3.03	0.0
Question	SA	A	N	D	SD
SBA effectively communicates with parents and families of students.	42.42	45.45	6.06	6.06	0.0
The faculty and staff at SBA consistently model a Christian testimony to the students at the school.	62.50	34.38	3.13	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the parents and families of students at the school.	57.58	39.39	3.03	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the community.	46.88	51.13	0.0	0.0	0.0
SBA is effectively equipping students to defend their faith in a hostile world.	42.42	36.36	21.21	0.0	0.0
SBA is effectively preparing my student to be successful in the future.	48.48	42.42	9.09	0.0	0.0

Analysis of Data. The Climate Survey was completed by 31.8% of SBA parents. Exactly two-thirds of respondents were female. The age spread of respondents was: 18.18% between 30 and 39; 42.42% between 40 and 49; 36.36% between 50 and 59; and 3.03% over 60. None of the respondents who answered the question were under 30 years of age (two respondents skipped this question).

There was an opportunity for respondents to indicate the grade(s) of their student(s); 15% of respondents opted not to do so. The responses of those who did answer this question accounted for 48.9% of SBA students. Accordingly, though the overall percentage of parents responding to the survey was less than one in three, those parents responding represented half of the SBA student body. Those responding to the grade question indicate that the respondents represent all grade levels of SBA students.

Lastly, there was an option for respondents to indicate how many years they have had students at SBA. Just over eleven percent of respondents skipped this question, but of those answering there was a good diversity: 29.03% have had students at SBA for less than one full school year, 29.03% have had students at the school for one to three years, 9.68% for three to five years, 12.9% for six to eight years, 6.45% for nine to ten years and 12.9% for more than ten years.

Implications of Data. It is worth noting that only two questions received any “Strongly Disagree” responses—the question about adequate access to technology and the question about the school administrator knowing and caring about students. While it could be troubling to see that nearly 6% of respondents strongly disagree that the administrator knows and cares about students that concern is perhaps offset by the fact that the same question also received the highest percentage of “Strongly Agree” responses, at 79.4%.

There were, in fact, very few “Disagree” or “Strongly Disagree” responses at all—a fact that indicates that Sunshine Bible Academy is certainly doing something right. However, survey responses indicate that there may be room for improvement in—and certainly is reason to review—the areas of school communication with student families, the amount of homework assigned, the consistent enforcement of policies and available technology.

**Sunshine Bible Academy
Faculty/Staff Climate Survey Results**

Question	SA	A	N	D	SD
Students feel safe at Sunshine Bible Academy.	83.33	16.67	0.0	0.0	0.0
The policies at SBA reflect the school's objectives.	55.56	38.89	5.56	0.0	0.0
The rules and policies are consistently enforced at SBA.	0.0	66.67	22.22	11.11	0.0
The discipline procedures at SBA help students make good choices.	11.11	77.78	11.11	0.0	0.0
Students at SBA feel like they belong and are accepted.	61.11	38.89	0.0	0.0	0.0
The overall atmosphere at SBA is positive.	47.06	52.94	0.0	0.0	0.0
Students at SBA have adequate access to current technology tools.	22.22	44.44	22.22	11.11	0.0
The school administrator knows and cares about the students at SBA.	61.11	33.33	5.56	0.0	0.0
The dean of students knows and cares about the students at SBA.	33.33	50.0	5.56	11.11	0.0
The teachers know and care about the students at SBA.	83.33	16.67	0.0	0.0	0.0
The resident supervisors know and care about the students at SBA.	72.22	27.78	0.0	0.0	0.0
The support staff know and care about the students at SBA.	66.67	33.33	0.0	0.0	0.0
Students feel encouraged to participate in school activities at SBA.	77.78	22.22	0.0	0.0	0.0
Teachers at SBA are available and willing to provide help to students.	83.33	16.67	0.0	0.0	0.0
The classwork at SBA challenges students to think.	22.22	72.22	5.56	0.0	0.0
The classwork at SBA is presented from a biblical worldview.	50.0	50.0	0.0	0.0	0.0
The amount of homework assigned at SBA is reasonable.	33.33	55.56	11.11	0.0	0.0

All individuals at SBA are treated with dignity and respect.	50.0	50.0	0.0	0.0	0.0
The teachers at SBA present material in a way that students can understand.	11.11	83.33	0.0	5.56	0.0
There is a sufficient number of diversity of electives offered in the high school at SBA.	55.56	44.44	0.0	0.0	0.0
There is a sufficient number and diversity of athletic activities available at SBA.	44.44	55.56	0.0	0.0	0.0
The is a sufficient number and diversity of non-athletic co-curricular activities available at SBA.	50.0	50.0	0.0	0.0	0.0
Question	SA	A	N	D	SD
SBA effectively communicates with parents and families of students.	55.56	44.44	0.0	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the students at the school.	61.11	38.89	0.0	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the parents and families of students at the school.	61.11	38.89	0.0	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the community.	44.44	55.56	0.0	0.0	0.0
SBA is effectively equipping students to defend their faith in a hostile world.	16.67	77.78	5.56	0.0	0.0
SBA is effectively preparing my student to be successful in the future.	38.89	55.56	5.56	0.0	0.0

Analysis of Data. The Climate Survey was completed by 64% of SBA faculty and staff members.

Implications of Data. Four questions received “Disagree” responses from the faculty/staff, while there were no responses of “Strongly Disagree.” Two of those also received “Disagree” responses from parents—the questions about consistent enforcement of rules and policies and about access to technology. The other questions receiving “Disagree” responses among the faculty and staff were questions about the Dean of Students knowing and caring for students and teachers presenting material in a way that students can understand. Interestingly, neither of these questions received any “Disagree” responses from parents.

When combining the “Neither Agree nor Disagree” and “Disagree” responses, it would seem that there is reason to review and perhaps improve in at least the areas of rule/policy enforcement, access to technology and amount of homework assigned.

Sunshine Bible Academy Student Climate Survey Results

Question	SA	A	N	D	SD
I feel safe at Sunshine Bible Academy.	57.14	38.10	4.76	0.0	0.0
The policies at SBA reflect the school's objectives.	28.57	38.10	28.57	4.76	0.0
The rules and policies are consistently enforced at SBA.	14.29	38.10	28.57	14.29	4.76
The discipline procedures at SBA help students make good choices.	19.05	23.81	42.86	14.29	0.0
Students at SBA feel like they belong and are accepted.	19.05	61.90	19.05	0.0	0.0
The overall atmosphere at SBA is positive.	14.29	66.67	19.05	0.0	0.0
Students at SBA have adequate access to current technology tools.	9.52	28.57	14.29	28.57	19.05
The school administrator knows and cares about the students at SBA.	25.0	45.0	30.0	0.0	0.0
The dean of students knows and cares about the students at SBA.	14.29	57.14	28.57	0.0	0.0
The teachers know and care about the students at SBA.	33.33	61.90	0.0	4.76	0.0
The resident supervisors know and care about the students at SBA.	35.0	55.0	5.0	5.0	0.0
The support staff know and care about the students at SBA.	25.0	60.0	15.0	0.0	0.0
Students feel encouraged to participate in school activities at SBA.	25.0	55.0	20.0	0.0	0.0
Teachers at SBA are available and willing to provide help to students.	35.0	60.0	0.0	5.0	0.0
The classwork at SBA challenges students to think.	42.11	36.84	15.79	5.26	0.0
The classwork at SBA is presented from a biblical worldview.	65.0	35.0	0.0	0.0	0.0
The amount of homework assigned at SBA is reasonable.	15.0	55.0	20.0	5.0	5.0

All individuals at SBA are treated with dignity and respect.	15.0	50.0	15.0	20.0	0.0
The teachers at SBA present material in a way that students can understand.	20.0	60.0	20.0	0.0	0.0
There is a sufficient number of diversity of electives offered in the high school at SBA.	20.0	40.0	25.0	0.0	15.0
There is a sufficient number and diversity of athletic activities available at SBA.	40.0	45.0	0.0	10.0	5.0
There is a sufficient number and diversity of non-athletic co-curricular activities available at SBA.	20.0	45.0	30.0	5.0	0.0
Question	SA	A	N	D	SD
SBA effectively communicates with parents and families of students.	30.0	20.0	40.0	10.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the students at the school.	35.0	55.0	10.0	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the parents and families of students at the school.	25.0	60.0	5.0	10.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the community.	25.0	60.0	15.0	0.0	0.0
SBA is effectively equipping students to defend their faith in a hostile world.	30.0	50.0	15.0	5.0	0.0
SBA is effectively preparing my student to be successful in the future.	20.0	50.0	25.0	5.0	0.0

Analysis of Data. The Climate Survey was completed by 29.5% of SBA students in grades 7-12. Students completing the survey were 55% female and 45% male. There was an opportunity for respondents to indicate what grade they are in and all but one student completing the survey did so. The grade breakdown was: no seventh graders completed the survey; 10% of respondents were 8th graders, 20% were ninth graders, 30% were 10th graders, 15% were 11th graders and 25% were 12th graders. Thirty-five percent of respondents have been at SBA less than one full school year, another 35% for one to three years, 25% for three to five years and 5% for more than ten years.

Implications of Data. It is not particularly surprising that there were more “Disagree” and “Strongly Disagree” responses among student responders than among parents and faculty/staff. Still, excepting the questions about access to technology and diversity of electives in the high school there were very few “Strongly Disagree” responses.

Taking into consideration the full range of responses, however, there seems to be sufficient reason to review and possibly make changes/improvements in the areas of consistent policy enforcement and perhaps a better explanation of policies in place. It is also concerning that 20% of student respondents disagree that all individuals at SBA are treated with dignity and respect.

While the responses in all three surveys indicate that it may be necessary to evaluate SBA's technology policies and access it must also be kept in mind that the limited access to some technology by SBA students is by design.

Dress Code. All three of the surveys contained an option question asking whether or not respondents thought that SBA should consider revising its dress code. Among parents, 94.3% of respondents answered this question. Of those, 30.3% said "yes," 51.52% said "no" and 18.18% had "no preference." Those who indicated "yes" were given the opportunity to suggest changes to the dress code, and all of those answering "yes" did so. Interestingly, those responses covered an entire spectrum of possibilities. Exactly one-third of these respondents suggested adopting uniforms while 9% suggested a much more relaxed dress code (jeans, t-shirts, etc). Eighteen percent of respondents suggested only doing away with the Wednesday requirement that girls wear skirts and allowing them to wear dress pants, and another 18% suggested that "modesty issues" need to be addressed.

All of the faculty/staff responders answered this question; 55.56% said "yes," 27.78% said "no" and 16.67% had no preference. Of those answering yes and elaborating in the text box, 22.2% favor the adoption of uniforms and 33.3% indicated a preference for a stricter dress code without mentioning uniforms. Another 22.2% favor a "simplified" dress code. Other responses include 11.1% favoring dress pants for girls on Wednesdays and another 11.1% favoring "regular school dress" on Wednesdays. Several respondents also mentioned clarifying or eliminating the rules on hoodies and sweatshirts.

Fifty percent of student survey responders think SBA should revise its dress code; 10% said no and 40% have no preference. Of those who said yes, exactly half favor no "dress up days" on Wednesday. Ten percent suggest allowing dress pants for girls on Wednesdays. Thirty percent favor allowing t-shirts every day. Remaining responses suggest allowing shorts year round, allowing shorter skirts and loosening rules on sweatshirts and hoodies.

Action. While it is yet to be determined whether or not SBA will revisit the issue of student dress, these results are interesting and will certainly be taken into consideration if revisions/changes are considered.

Goals, Objectives and Strategies

<p>Goal 1: By 2017-18 Sunshine Bible Academy will achieve full accreditation through ACSI and AdvanceED.</p> <p>Objective 1: <i>Complete candidate status visit.</i></p> <p>Objective 2: <i>Complete revision of board policy manual.</i></p> <p>Objective 3: <i>Complete the development of a comprehensive curriculum guide for grades K-12.</i></p> <p>Objective 4: <i>Complete self-study.</i></p> <p>Objective 5: <i>Complete site visit by accreditation committee.</i></p>	
Action Step	Evaluation
The ACSI Mid-America office will establish a date for the candidate status visit. During this time SBA will be evaluated to determine whether or not the school can meet the accreditation commitments and standards, complete the self-study and host a visiting accreditation committee within a three-year period.	The candidate status visit itself, and the results of the visit, will provide the evaluation of SBA's accreditation readiness.
The SBA school board is already in the process of reviewing governance policy guidelines and reviewing the existing policy manual.	Successfully revised policy manual.
Add more thoroughly outlined scope and sequence and time frame to existing educational philosophy and biblical basis for each course. Ensure included textbooks and resources are current.	Successfully completed curriculum guide.
Upon successful completion of the candidate status visit, develop proposed schedule for completion of self-study.	Self-study completed. Visit by accreditation committee scheduled.

<p>Goal 2: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in math.</p> <p>Objective 1: <i>Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.</i></p> <p>Objective 2: <i>Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.</i></p>	
Action Step	Evaluation
Identify objective and/or content area weaknesses and adjust curriculum maps as necessary.	Curriculum map check list and TerraNova 3 test data.
Identify students in need of assistance and take appropriate action, including remedial or one-on-one assistance.	Assessment tools including classwork, report cards and TN3 data.
Improve awareness and implementation of proven successful instruction strategies as appropriate.	Staff development, teacher observations and evaluations.

<p>Goal 3: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in reading.</p> <p>Objective 1: <i>Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.</i></p> <p>Objective 2: <i>Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.</i></p>	
Action Step	Evaluation
Identify objective and/or content area weaknesses and adjust curriculum maps as necessary.	Curriculum map check list and TerraNova 3 test data.
Identify students in need of assistance and take appropriate action, including remedial or one-on-one assistance.	Assessment tools including classwork, report cards and TN3 data.
Improve awareness and implementation of proven successful instruction strategies as appropriate.	Staff development, teacher observations and evaluations.
<p>Goal 4: Promote a caring and encouraging climate within our school community.</p> <p>Objective 1: <i>Maintain, if not increase, the number of Strongly Agree and Agree responses by parents and students on the questions pertaining to students feeling loved and accepted; SBA having a positive atmosphere; administrators, faculty and staff caring about students; students feeling encouraged to participate in school activities at SBA; and students being treated with dignity and respect.</i></p>	
Action Step	Evaluation
Encourage faculty and staff to continue building relationships with students outside of the classroom and to consider regular contact and encouragement with students in their fellowship groups.	Climate Survey questions 5, 6, 8, 9, 10, 11, 12 and 18.
Encourage students to become involved in co-curricular activities through announcements, assemblies, and direct contact.	Climate Survey question 13. Report number of students involved in co-curricular activities to the school board, faculty/staff and students.

<p>Goal 5: Expand elective course offerings in the high school.</p> <p>Objective 1: <i>Increase number of agri-science courses offered.</i></p> <p>Objective 2: <i>Expand electives available in technology, writing and literature, history, fine arts and home economics.</i></p>	
Action Step	Evaluation
Add a junior high version of the Exploring South Dakota Agriculture course.	SBA course offerings and class schedules.
Expand high school agri-science course offerings with concentrated pathway courses.	SBA course offerings and class schedules.
Work with grant writer to obtain grant funding for the expansion of the agri-science program at SBA.	Responses to grant requests.
Consider responses from Climate Survey and work with SBA faculty to identify additional elective courses that could be offered.	SBA course offerings and class schedules.

Goal 6: Improve SBA's classroom, dining and dormitory facilities.

Objective 1: *SBA building committee and school board will continue to develop the next phase of construction and develop a master plan for the entire campus.*

Objective 2: *New facilities will be constructed.*

Objective 3: *Existing facilities will be renovated and improved.*

Action Step	Evaluation
Planning for new dormitories and dining facility will conclude and funds for construction will be raised.	School board minutes, direct mail letters to SBA constituency, and <i>The Crusader</i> .
Construction on new facilities will begin.	Construction is evident.
Evaluate condition of existing facilities. Make repairs, renovations and improvements where needed.	School board minutes, <i>The Crusader</i> . Tour/inspect facilities.

Goals, Objectives and Strategies

Goal 1: By 2017-18 Sunshine Bible Academy will achieve full accreditation through ACSI and AdvanceED.

Objective 1: *Complete candidate status visit.*

Objective 2: *Complete revision of board policy manual.*

Objective 3: *Complete the development of a comprehensive curriculum guide for grades K-12.*

Objective 4: *Complete self-study.*

Objective 5: *Complete site visit by accreditation committee.*

Activities/Strategies: Sunshine Bible Academy has applied for accreditation with the Association of Christian Schools International (ACSI). SBA has been a long-time member of ACSI but has never pursued ACSI accreditation. ACSI partners with AdvencED in accrediting schools and candidate schools participate in a rigorous accreditation process including a self-study and a visit by an accreditation committee. The entire process typically takes several years. SBA faculty will also have to obtain ACSI teacher certification, which adds a Philosophy of Christian Education component to the qualifications required by South Dakota for state certification. Faculty members began pursuing ACSI certification in 2012-13 in anticipation of the application for ACSI accreditation, which was approved by the SBA school board in November 2013.

Assessments: The assessments for the completion of this goal are contained within the goal itself, including the candidate status visit, the self-study and the accreditation committee visit.

Goal 2: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in math.

Objective 1: *Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.*

Objective 2: *Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.*

Activities/Strategies: Curriculum and resources in the elementary and junior high grades will be reviewed to ensure that students are being adequately prepared for the next level of mathematics coursework. All high school students will be counseled by administration and teachers on taking coursework that is properly challenging in regards to their ability and interests while also satisfying the requirements for graduation. The high school curriculum and resources will also be reviewed. Students in the elementary grades who may need additional assistance will be provided with opportunities with classroom teachers or teachers' aides to gain additional practice in mathematics. Students in junior high and high school who are struggling will have additional opportunities for assistance from classroom teachers through SBA's Excel program. Mathematics teachers will study overall TN3 results to identify areas of weakness in regards to student achievement on specific test items or objective categories. If determined necessary, SBA will then adjust curriculum maps, textbooks and other resources appropriately.

Assessments: The primary assessment for student achievement in mathematics beyond classroom grades will be the results of the annual TN3 testing. Teachers will compare TN3 results with classroom grades and, when applicable, end-of-course exams. Results will be examined in order to determine if the strategies and interventions described above are being appropriately implemented and are helping to meet these objectives. Administration will work with mathematics teachers to adopt, and will provide oversight of the adoption of, curriculum maps, textbooks and resources that are aligned with content standards.

Goal 3: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in reading.

Objective 1: *Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.*

Objective 2: *Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.*

Activities/Strategies: Curriculum and resources in the elementary and junior high grades will be reviewed to ensure that students are being adequately prepared for the next level of reading and language arts coursework. All high school students will be counseled by administration and teachers on taking coursework that is properly challenging in regards to their ability and interests while also satisfying the requirements for graduation. The high school curriculum and resources will also be reviewed. Students in the elementary grades who made need additional assistance will be provided with opportunities with classroom teachers or teachers' aides to gain additional practice in reading. Students in junior high and high school who are struggling will have additional opportunities for assistance from classroom teachers through SBA's Excel program. English/Language Arts teachers will study overall TN3 results to identify areas of weakness in regards to student achievement on specific test items or objective categories. If determined necessary, SBA will then adjust curriculum maps, textbooks and other resources appropriately.

Assessments: The primary assessment for student achievement in reading beyond classroom grades will be the results of the annual TN3 testing. Teachers will compare TN3 results with classroom grades and, when applicable, end-of-course exams. Results will be examined in order to determine if the strategies and interventions described above are being appropriately implemented and are helping to meet these objectives. Administration will work with English/Language Arts teachers to adopt, and will provide oversight of the adoption of, curriculum maps, textbooks and resources that are aligned with content standards.

Goal 4: Promote a caring and encouraging climate within our school community.

Objective 1: *Maintain, if not increase, the number of Strongly Agree and Agree responses by parents and students on the questions pertaining to students feeling loved and accepted; SBA having a positive atmosphere; administrators, faculty and staff caring about students; students feeling encouraged to participate in school activities at SBA; and students being treated with dignity and respect.*

Activities/Strategies: SBA students and faculty/staff will continue to attend all home co-curricular activities and will be encouraged to attend away events when practical. As often as possible transportation to away events will be provided for fans.

Students will continue to be informed of co-curricular options through daily announcements, posters and sign-up sheets, and the SBA Parent/Student Handbook. Every effort will be made to provide information about these opportunities so that students can make informed decisions about their participation.

SBA faculty/staff will be reminded to encourage students to participate in co-curricular activities and be encouraged to explore opportunities for new co-curricular options.

SBA faculty and staff will be reminded through in-service training of the importance of building relationships with students and treating each student with dignity, respect and fairness.

SBA will continue to provide formal and intentional opportunities for deeper faculty/staff-student relationships through fellowship groups, Servant Days trips, etc.

Assessments: Repeated Climate Surveys will provide feedback to measure progress in this area.

Goal 5: Expand elective course offerings in the high school.

Objective 1: *Increase number of agri-science courses offered.*

Objective 2: *Expand electives available in technology, writing and literature, history, fine arts and home economics.*

Activities/Strategies: The Climate Survey results indicate that 94% of parents feel there are a sufficient number of elective courses offered at SBA now. No parents indicated disagreement; the remaining 6% responded “Neither Agree nor Disagree.”

While there were no parents who disagreed that SBA offers a sufficient number and diversity of elective courses now there were still 31.4% of parent respondents who offered suggestions on additional electives that could be offered. The most popular suggestion was Home Economics, with 36% of respondents providing that suggestion. Other suggestions included Photography, additional Foreign Language options, Calculus and Drivers Education. Indicative of a need for SBA to better communicate with students and parents and/or parents to familiarize themselves with SBA’s course offerings, General Psychology, Personal/Consumer Finance, Auto “Shop” and Technology classes covering Word, Excel and Computer Graphics were also recommended, but SBA already offers these courses.

Among students completing the Climate Survey, 60% feel that SBA has a sufficient number and variety of elective courses in the high school. Fifteen percent of student respondents answered “Strongly Disagree” and an equal percentage of students provided suggestions for additional courses. Those suggestions included Home Economics, an increased number of vocal options and 8th grade Geometry.

Among SBA faculty and staff completing the Climate Survey there was 100% agreement that SBA offers a sufficient number and variety of electives. Still, 16.67% of respondents did provide suggestions for additional course offerings, including Home Economics, Debate and additional Foreign Language Options.

Based on faculty/staff and parent responses there seems to be obvious support for offering Home Economics courses. SBA administration will explore what is required to make these courses available—both in terms of qualified faculty, classroom space and equipment—and pursue making these courses available as soon as possible. If qualified faculty are available and students are interested in taking them Photography and Debate could be offered as soon as the fall of 2014; the administrator will explore this possibility, as well. SBA has already made additional foreign language options available to students who wanted to pursue them through online opportunities. In recent years students have completed courses in Japanese, French and American Sign Language this way. Again, however, the school may need to more clearly present these options to students and parents.

The administrator will also encourage faculty members to explore additional elective courses they might be able to teach and to discuss with students what level of interest exists in these areas. Plans are already in progress for expanding agri-science course offerings.

Assessments: The SBA Parent-Student Handbook and list of course offerings will provide up-to-date information on courses offered. Future administration of the Climate Survey will indicate whether or not respondents are satisfied with the additional offerings made available.

Goal 6: Improve SBA’s classroom, dining and dormitory facilities.

Objective 1: *SBA building committee and school board will continue to develop the next phase of construction and develop a master plan for the entire campus.*

Objective 2: *New facilities will be constructed.*

Objective 3: *Existing facilities will be renovated and improved.*

Activities/Strategies: Sunshine Bible Academy occupied a new multi-purpose building during the 2012-13 school year, with the building being fully available for use only at the end of that year. This building includes a gymnasium, wrestling practice room, weight room, music room and elementary classrooms.

The SBA school board is committed to continuing the process of campus improvement, to include the construction of new dormitories, dining facilities and, eventually, class room space. The building committee is currently pursuing plans for the new dorms and dining area and fundraising for these projects is also underway.

Assessments: School board minutes, communication with the SBA constituency and the evident construction taking place would be the best ways to assess progress being made in this area.

2013-14 Update on SBA Improvement Plan

Goal 2: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in math.

Objective 1: *Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.*

Objective 2: *Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.*

Action Step	Evaluation
Identify objective and/or content area weaknesses and adjust curriculum maps as necessary.	Curriculum map check list and TerraNova 3 test data.
Identify students in need of assistance and take appropriate action, including remedial or one-on-one assistance.	Assessment tools including classwork, report cards and TN3 data.
Improve awareness and implementation of proven successful instruction strategies as appropriate.	Staff development, teacher observations and evaluations.

In 2013-14, SBA's results on the TN3 were...

Grade	Objectives
K	4 objectives; 75% moderate or high mastery achieved in all four
1	6 objectives in math; 100% moderate or high mastery in all six 2 objectives in math computation; 100% moderate or high mastery in both
3	7 objectives in math; 100% moderate or high mastery in all seven 5 objectives in math computation; 50% moderate or high mastery in all five
4	7 objectives in math; 100% moderate or high mastery in six of the seven; 67% moderate or high mastery in operation concepts 3 objectives in math computation; 50% moderate or high mastery in all three
5	7 objectives in math; 100% moderate or high mastery in all seven 4 objectives in math computation; 100% moderate or high mastery in all four
6	7 objectives in math; 100% moderate or high mastery in five; 67% moderate or high mastery in geometry/spatial sense and in problem solving/reasoning 4 objectives in math computation; 100% moderate or high mastery in all four
7	7 objectives in math; 100% moderate or high mastery in three; 67% moderate or high mastery in measurement, geometry/spatial sense, data/statistics/problems, patterns/functions/algebra 5 objectives in math computation; 100% moderate or high mastery in all five
8	7 objectives in math; 100% moderate or high mastery in all seven 4 objectives in math computation; 100% moderate or high mastery in all four
9	7 objectives in math; 100% moderate or high mastery in four, 89% in three

	4 objectives in math computation; 100% moderate or high mastery in three, 89% in one
10	7 objectives in math; 93% moderate or high mastery in all seven 4 objectives in math computation; 87%-93% moderate or high mastery in all four
11	7 objectives in math; 94% moderate or high mastery in all seven 4 objectives in math computation; 100% moderate or high mastery in one, 87%-94% in three
12	7 objectives in math; 90%-95% moderate or high mastery in all seven 4 objectives in math computation; 80%-90% moderate to high mastery in all four

- SBA's Mean Scale Score exceeded the National Norm Group Mean Scale Score in all grades except K, 3 and 4

Goal 3: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in reading.	
Objective 1: <i>Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.</i>	
Objective 2: <i>Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.</i>	
Action Step	Evaluation
Identify objective and/or content area weaknesses and adjust curriculum maps as necessary.	Curriculum map check list and TerraNova 3 test data.
Identify students in need of assistance and take appropriate action, including remedial or one-on-one assistance.	Assessment tools including classwork, report cards and TN3 data.
Improve awareness and implementation of proven successful instruction strategies as appropriate.	Staff development, teacher observations and evaluations.

In 2013-14, SBA's results on the TN3 were...

Grade	Objectives
K	2 objectives; 100% moderate or high mastery in both
1	3 objectives; 100% moderate or high mastery in all three
3	4 objectives; 100% moderate or high mastery in all four
4	4 objectives; 100% moderate or high mastery in all four
5	4 objectives; 100% moderate or high mastery in all four
6	4 objectives; 100% moderate or high mastery in all four
7	4 objectives; 100% moderate or high mastery in all four
8	4 objectives; 100% moderate or high mastery in all four

9	4 objectives; 89% or higher moderate or high mastery in all four
10	4 objectives; 86% or higher moderate or high mastery in all four
11	4 objectives; 81% or higher moderate or high mastery in all four
12	4 objectives; 90% or higher moderate or high mastery in all four

- SBA's Mean Scale Score exceeded the National Norm Group Mean Scale Score in all grades except 3 and 4

2014-15 Update on SBA Improvement Plan

Goal 1: By 2017-18 Sunshine Bible Academy will achieve full accreditation through ACSI and AdvanceED.

Objective 2: *Complete revision of board policy manual. This is currently in progress.*

Objective 3: *Complete the development of a comprehensive curriculum guide for grades K-12. This will be completed by the start of the 2015-16 school year.*

Goal 2: See following pages.

Goal 3: See following pages.

Goal 4: Promote a caring and encouraging climate within our school community.

The climate survey was offered to faculty/staff, students and parents again in January 2015. The results follow the 2014-15 analysis of Goals 2 and 3 on the following pages.

Scores on the above questions went down in every area but one. The question that asks if the Dean of Students knows and cares about students went up among students by 1.49%. Since the Dean of Students in 2014-15 was a different person than in 2013-14, this may not be significant.

While it is certainly disappointing that these scores went down, the survey was also issued during a time of particular difficulty within the school community, involving some poor decisions by students and a number of disciplinary issues. The timing of the survey certainly had some impact on the results.

Goal 5: Expand elective course offerings in the high school.

Objective 1: *Increase number of agri-science courses offered.*

Objective 2: *Expand electives available in technology, writing and literature, history, fine arts and home economics.*

Objective 1 was accomplished during 2014-15. Andrew Boersma transitioned from Dean of Students to full time agri-science teacher. In addition to Exploring South Dakota Agriculture, he offered a junior high version of that course as well as Plant Science, Animal Science, Leadership and Agribusiness courses during 2014-15.

Objective 2 was mostly accomplished during 2014-15. Newly-offered courses beyond the ones identified in Objective 1 included Trigonometry, Literature of Jane Austen, Vocal Repertoire, Journalism and Illustration/ Cartooning.

Goal 6: Improve SBA's classroom, dining and dormitory facilities.

Progress is being made in this area. The formal kick off to Phase II of the master plan for campus improvement, which will include two dormitories and a dining hall/commons area, was held during Homecoming 2014. At the end of the 2014-15 school year the funds in hand or pledged for the construction of the boys' dormitory was just beyond half of what is required to begin construction.

Goal 2: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in math.

Objective 1: *Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.*

Objective 2: *Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.*

Action Step	Evaluation
Identify objective and/or content area weaknesses and adjust curriculum maps as necessary.	Curriculum map check list and TerraNova 3 test data.
Identify students in need of assistance and take appropriate action, including remedial or one-on-one assistance.	Assessment tools including classwork, report cards and TN3 data.
Improve awareness and implementation of proven successful instruction strategies as appropriate.	Staff development, teacher observations and evaluations.

In 2014-15, SBA's results on the TN3 were...

Grade	Objectives
K	4 objectives; 100% moderate or high mastery achieved in all four
1	6 objectives in math; 100% moderate or high mastery in five; 67% moderate or high mastery in geometry and spatial sense 2 objectives in math computation; 67% moderate or high mastery in both add whole numbers and subtract whole numbers
2	8 objectives in math; 100% moderate or high mastery in all eight 2 objectives in math computation; 100% moderate or high mastery in both
4	7 objectives in math; 100% moderate or high mastery in all seven 3 objectives in math computation; 100% moderate or high mastery in all three
5	7 objectives in math; 100% moderate or high mastery in five; 67% moderate or high mastery in operation concepts and patterns, functions, algebra 4 objectives in math computation; 100% moderate or high mastery in all four
6	7 objectives in math; 100% moderate or high mastery in all seven 4 objectives in math computation; 100% moderate or high mastery in three; 80% moderate or high mastery in decimals
7	7 objectives in math; 100% moderate or high mastery in all seven 5 objectives in math computation; 100% moderate or high mastery in all five
8	7 objectives in math; 100% moderate or high mastery in all seven 4 objectives in math computation; 100% moderate or high mastery in three; 83% moderate or high mastery in fractions
9	7 objectives in math; 85% moderate or high mastery in all seven 4 objectives in math computation; 92% moderate or high mastery in three, 85% in percents
10	7 objectives in math; 100% moderate or high mastery in all seven 4 objectives in math computation; 93% moderate or high mastery in three; 86% moderate or high mastery in percents
11	7 objectives in math; 87-93% moderate or high mastery in all seven

	4 objectives in math computation; 80-87% moderate or high mastery in all four
12	7 objectives in math; 94% moderate or high mastery in five; 87% moderate or high mastery in measurement and geometry and spatial sense 4 objectives in math computation; 100% moderate or high mastery in two; 94% moderate or high mastery in order or operations and 81% moderate or high mastery in integers

- SBA's Mean Scale Score exceeded the National Norm Group Mean Scale Score in all grades **except 1, 2, 4 and 5**

Goal 3: By 2015-16, all students will reach high standards including, at a minimum, maintaining proficiency or better in reading.	
Objective 1: <i>Increase the percentage of students in each sub group performing at the moderate and high mastery levels to a minimum of 75% for each objective.</i>	
Objective 2: <i>Achieve a School Mean Scale Score of equal to or higher than the National Norm Group Mean Scale Score at every grade level.</i>	
Action Step	Evaluation
Identify objective and/or content area weaknesses and adjust curriculum maps as necessary.	Curriculum map check list and TerraNova 3 test data.
Identify students in need of assistance and take appropriate action, including remedial or one-on-one assistance.	Assessment tools including classwork, report cards and TN3 data.
Improve awareness and implementation of proven successful instruction strategies as appropriate.	Staff development, teacher observations and evaluations.

In 2014-15, SBA's results on the TN3 were...

Grade	Objectives
K	2 objectives; 100% moderate or high mastery in both
1	3 objectives; 100% moderate or high mastery in all three
2	4 objectives; 100% moderate or high mastery in all four
4	4 objectives; 100% moderate or high mastery in all four
5	4 objectives; 100% moderate or high mastery in all four
6	4 objectives; 100% moderate or high mastery in all four
7	4 objectives; 100% moderate or high mastery in all four
8	4 objectives; 100% moderate or high mastery in all four
9	4 objectives; 92% moderate or high mastery in all four
10	4 objectives; 85% or higher moderate or high mastery in all four
11	4 objectives; 93% moderate or high mastery in all four
12	4 objectives; 75% moderate or high mastery in evaluate/extend meaning; 81% moderate or high mastery in other three

- SBA's Mean Scale Score exceeded the National Norm Group Mean Scale Score in all grades **except 5**.

2015 Climate Survey

In January 2015 a climate survey was made available to the parents of all Sunshine Bible Academy students, to all SBA faculty and staff and to all SBA students in grades 7-12. The survey was administered online, via surveymonkey.com. Parents were informed of the survey via several e-mails inviting and reminding them to complete the survey, with each e-mail including a link to the survey. Faculty and staff members were also informed via e-mails, also including a link to the survey. Students were informed via daily announcements, by teachers and dorm supervisors, and the web address for the survey was posted in the school computer lab.

The purpose of the survey was to solicit feedback from the various groups involved in and served by the school regarding the school's strengths and weaknesses and to invite suggestions for improvement or change. The results of the surveys have been used along with other data to influence the plan of improvement for the future of Sunshine Bible Academy.

The survey provided to parents and students included twenty-eight questions to be answered with one of five possible choices – Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D) or Strongly Disagree (SD). Respondents had the opportunity to skip any question they did not wish to answer. There were several additional questions about dress code, dorm life, the procedure for communicating weekend plans and discipline policies. The parent survey included a few demographic questions at the end, including age, gender, grade(s) of student(s), and number of years having students at SBA. The demographic questions for students included gender, grade and number of years at SBA.

The survey questions were the same for each group, with the exception of the blessing/ advantage, challenge/disadvantage and demographic questions, which were not included in the faculty/staff survey.

There was no identifying information required for any participants to access the survey, so which parents, faculty/staff or students completed or did not complete the surveys is not known. There was no distinction made between faculty and staff in completion of the survey, either. The parent survey was set to restrict it from being completed more than once on the same computer but, due primarily to the use of the school computer lab, no such restriction was placed on the faculty/staff or student surveys. This means that any one person could have completed the survey multiple times, though there is no reason to believe that that occurred.

Description of Data. The tables below identify the results of the climate change survey by respondent groups. The surveys were random in that they were made available to all parents, faculty/staff and students and completed only by those who chose to participate. The results are displayed with the percentage of respondents in each category.

Analysis of Data. Comparing the data from the previous year's surveys to these results would indicate that Sunshine Bible Academy has regressed in several areas. Still, the results are, across the board, mostly positive. There are a few areas of concern, indicated following each set of data.

Sunshine Bible Academy Parent Climate Survey Results

Question	SA	A	N	D	SD
My child feels safe at Sunshine Bible Academy.	60.98	36.59	0.0	2.44	0.0
The policies at SBA reflect the school's objectives.	42.50	47.50	10.00	0.0	0.0
The rules and policies are consistently enforced at SBA.	20.00	47.50	7.50	20.00	5.00
The discipline procedures at SBA help students make good choices.	27.50	40.00	22.50	10.00	0.0
Students at SBA feel like they belong and are accepted.	27.50	50.00	7.50	15.00	0.0
The overall atmosphere at SBA is positive.	35.00	52.50	7.50	5.00	0.0
Students at SBA have adequate access to current technology tools.	27.50	45.00	20.00	7.50	0.0
The school administrator knows and cares about the students at SBA.	48.72	41.03	5.13	2.56	2.56
The dean of students knows and cares about the students at SBA.	50.00	37.50	10.00	2.50	0.0
The teachers know and care about the students at SBA.	60.00	35.00	2.50	2.50	0.0
The resident supervisors know and care about the students at SBA.	25.64	43.59	23.08	7.69	0.0
The support staff know and care about the students at SBA.	30.77	64.10	5.13	0.0	0.0
Students feel encouraged to participate in school activities at SBA.	50.00	42.11	7.89	0.0	0.0
Teachers at SBA are available and willing to provide help to students.	74.36	25.64	0.0	0.0	0.0
The classwork at SBA challenges students to think.	46.15	41.03	10.26	2.56	0.0
The classwork at SBA is presented from a biblical worldview.	56.41	35.90	7.69	0.0	0.0
The amount of homework assigned at SBA is reasonable.	25.64	46.15	20.51	2.56	5.13
All individuals at SBA are treated with dignity and respect.	46.15	30.77	15.38	7.69	0.0
The teachers at SBA present material in a way that students can understand.	30.77	48.72	17.95	2.56	0.0
There is a sufficient number of diversity of electives offered in the high school at SBA.	43.59	35.90	15.38	5.13	0.0
There is a sufficient number and diversity of athletic activities available at SBA.	66.67	30.77	2.56	0.0	0.0

The is a sufficient number and diversity of non-athletic co-curricular activities available at SBA.	35.90	48.72	7.69	5.13	2.56
Question	SA	A	N	D	SD
SBA effectively communicates with parents and families of students.	33.33	46.15	7.69	10.26	2.56
The faculty and staff at SBA consistently model a Christian testimony to the students at the school.	48.72	41.03	7.69	2.56	0.0
The faculty and staff at SBA consistently model a Christian testimony to the parents and families of students at the school.	63.16	23.68	13.16	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the community.	48.15	38.46	15.38	0.0	0.0
SBA is effectively equipping students to defend their faith in a hostile world.	25.64	46.15	23.08	5.13	0.0
SBA is effectively preparing my student to be successful in the future.	30.77	56.41	12.82	0.0	0.0

Analysis of Data. The Climate Survey was completed by forty-one SBA parents. The respondents were 59.46% female. The age spread of respondents was: 22.22% between 30 and 39; 38.89% between 40 and 49; 30.56% between 50 and 59; and 8.33% over 60. None of the respondents who answered the question were under 30 years of age (and five respondents skipped this question).

There was an opportunity for respondents to indicate the grade(s) of their student(s); 14.6% of respondents opted not to do so. The responses of those who did answer this question accounted for 60.6% of SBA students. Those responding to the grade question indicate that the respondents represent all grade levels of SBA students.

Lastly, there was an option for respondents to indicate how many years they have had students at SBA. Just over twelve percent of respondents skipped this question, but of those answering there was a good diversity: 25% have had students at SBA for less than one full school year, 22.22% have had students at the school for one to three years, 22.22% for three to five years, 8.33% for six to eight years, 8.33% for nine to ten years and 13.89% for more than ten years.

Implications of Data. Six questions received one or more “Strongly Disagree” responses—up from just two last year. One of these questions is the same as a year ago (the question about the school administrator knowing and caring about students) but the other question that received “Strongly Disagree” responses last year—about students having adequate access to technology—did not receive any this time. Questions Three, Four and Five had the most significant number of “Disagree” and “Strongly Disagree” responses, and the responses to these questions by faculty/staff and students also indicate room for improvement.

Sunshine Bible Academy Faculty/Staff Climate Survey Results

Question	SA	A	N	D	SD
Students feel safe at Sunshine Bible Academy.	45.83	54.17	0.0	0.0	0.0
The policies at SBA reflect the school's objectives.	29.17	66.67	0.0	4.17	0.0
The rules and policies are consistently enforced at SBA.	4.17	62.50	16.67	12.50	4.17
The discipline procedures at SBA help students make good choices.	8.70	69.57	13.04	8.70	0.0
Students at SBA feel like they belong and are accepted.	20.83	58.33	12.50	8.33	0.0
The overall atmosphere at SBA is positive.	29.17	54.17	8.33	8.33	0.0
Students at SBA have adequate access to current technology tools.	16.67	58.33	12.50	12.50	0.0
The school administrator knows and cares about the students at SBA.	60.87	39.13	0.0	0.0	0.0
The dean of students knows and cares about the students at SBA.	62.50	37.50	0.0	0.0	0.0
The teachers know and care about the students at SBA.	66.67	33.33	0.0	0.0	0.0
The resident supervisors know and care about the students at SBA.	47.83	39.13	8.70	4.35	0.0
The support staff know and care about the students at SBA.	47.83	47.83	4.35	0.0	0.0
Students feel encouraged to participate in school activities at SBA.	47.83	43.48	8.70	0.0	0.0
Teachers at SBA are available and willing to provide help to students.	54.17	45.83	0.0	0.0	0.0
The classwork at SBA challenges students to think.	20.83	62.50	12.50	4.17	0.0
The classwork at SBA is presented from a biblical worldview.	33.33	62.50	4.17	0.0	0.0
The amount of homework assigned at SBA is reasonable.	0.0	83.33	16.67	0.0	0.0
All individuals at SBA are treated with dignity and respect.	20.83	70.83	8.33	0.0	0.0
The teachers at SBA present material in a way that students can understand.	8.33	75.00	16.67	0.0	0.0
There is a sufficient number of diversity of electives offered in the high school at SBA.	50.00	50.00	0.0	0.0	0.0
There is a sufficient number and diversity of athletic activities available at SBA.	66.67	33.33	0.0	0.0	0.0

The is a sufficient number and diversity of non-athletic co-curricular activities available at SBA.	41.67	54.17	0.0	4.17	0.0
Question	SA	A	N	D	SD
SBA effectively communicates with parents and families of students.	21.74	52.17	17.39	8.70	0.0
The faculty and staff at SBA consistently model a Christian testimony to the students at the school.	54.17	41.67	4.17	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the parents and families of students at the school.	54.17	45.83	0.0	0.0	0.0
The faculty and staff at SBA consistently model a Christian testimony to the community.	54.17	41.67	4.17	0.0	0.0
SBA is effectively equipping students to defend their faith in a hostile world.	16.67	66.67	12.50	4.17	0.0
SBA is effectively preparing students to be successful in the future.	4.17	83.33	8.33	4.17	0.0

Analysis of Data. The Climate Survey was completed by 85.7% of SBA faculty and staff members.

Implications of Data. Twelve questions received “Disagree” responses from faculty/staff this year compared to only four in 2014-15. One question also had “Strongly Disagree” responses. Interestingly, there were zero “Disagree” or “Strongly Disagree” responses from parents for Question Two, yet there was a “Disagree” response among the faculty/staff. Every other question with a “Disagree” or “Strongly Disagree” from faculty/staff also included such responses from parents.

Like students, the percentage of faculty/staff who believe SBA students do not have adequate access to technology tools went down –from 18.18% to 12.5%.

It would seem that there is reason, across all three surveys, to review and perhaps improve in the areas of rule/policy enforcement. These results also indicate that there is not a strong a sense of a positive atmosphere at SBA this year among faculty/staff as there was last year (96.97% versus 83.34%).

Only the questions of rule enforcement and technology access had more than two “Disagree” or “Strongly Disagree” responses from faculty/staff, but the overall trend downward in responses from “Strongly Agree” to “Agree” could be indicative of a drift in the wrong direction.

Sunshine Bible Academy Student Climate Survey Results

Question	SA	A	N	D	SD
I feel safe at Sunshine Bible Academy.	39.58	39.58	14.58	0.0	6.25
The policies at SBA reflect the school's objectives.	14.58	45.83	22.92	10.42	6.25
The rules and policies are consistently enforced at SBA.	12.50	29.17	29.17	16.67	12.50
The discipline procedures at SBA help students make good choices.	8.51	25.53	31.91	21.28	12.77
Students at SBA feel like they belong and are accepted.	16.67	43.75	22.92	8.33	8.33
The overall atmosphere at SBA is positive.	14.58	41.67	27.08	10.42	6.25
Students at SBA have adequate access to current technology tools.	6.25	41.67	25.00	14.58	12.50
The school administrator knows and cares about the students at SBA.	33.33	33.33	18.75	6.25	8.33
The dean of students knows and cares about the students at SBA.	41.67	31.25	12.50	2.08	12.50
The teachers know and care about the students at SBA.	41.67	29.17	18.75	4.17	6.25
The resident supervisors know and care about the students at SBA.	19.15	25.53	31.91	8.51	14.89
The support staff know and care about the students at SBA.	27.66	42.55	23.40	2.13	4.26
Students feel encouraged to participate in school activities at SBA.	25.53	38.30	25.53	8.51	2.13
Teachers at SBA are available and willing to provide help to students.	46.81	36.17	10.64	2.13	4.26
The classwork at SBA challenges students to think.	42.55	40.43	14.89	0.0	2.13
The classwork at SBA is presented from a biblical worldview.	36.17	57.45	4.26	0.0	2.13
The amount of homework assigned at SBA is reasonable.	10.64	40.43	21.28	21.28	6.38
All individuals at SBA are treated with dignity and respect.	17.02	14.89	46.81	10.64	10.64
The teachers at SBA present material in a way that students can understand.	17.02	48.94	23.40	8.51	2.13
There is a sufficient number of diversity of electives offered in the high school at SBA.	19.57	56.52	15.22	4.35	4.35
There is a sufficient number and diversity of athletic activities available at SBA.	26.09	52.17	10.87	4.35	6.52

There is a sufficient number and diversity of non-athletic co-curricular activities available at SBA.	19.57	46.65	21.74	6.52	6.52
Question	SA	A	N	D	SD
SBA effectively communicates with parents and families of students.	25.53	36.17	25.53	6.38	6.38
The faculty and staff at SBA consistently model a Christian testimony to the students at the school.	27.66	42.55	17.02	6.38	6.38
The faculty and staff at SBA consistently model a Christian testimony to the parents and families of students at the school.	27.66	48.94	19.15	0.0	4.26
The faculty and staff at SBA consistently model a Christian testimony to the community.	23.40	55.32	17.02	0.0	4.26
SBA is effectively equipping students to defend their faith in a hostile world.	12.77	48.94	25.53	6.38	6.38
SBA is effectively preparing me to be successful in the future.	21.74	52.17	15.22	4.35	6.52

Analysis of Data. The Climate Survey was completed by 77.4% of SBA students in grades 9-12. No junior high students completed the survey. Students completing the survey were 47.5% female and 52.5% male. There was an opportunity for respondents to indicate what grade they are in. Ten students opted not to do so. The grade breakdown for those who did answer the question was: 21.05% (eight students) were ninth graders, 13.16% (five students) were 10th graders, 21.05% (eight students) were 11th graders and 44.74% (seventeen students) were 12th graders. Twenty-five percent of respondents have been at SBA less than one full school year, 35% for one to three years, 20% for three to five years, 7.5% for six to eight years, 5% for nine or ten years and 7.5% for more than ten years.

Implications of Data. It is not particularly surprising that there were more “Disagree” and “Strongly Disagree” responses among student responders than among parents and faculty/staff. However, there were considerably more such responses this year than last, which may be cause for some concern. In 2013-14, the only one of the first six questions that had “Strongly Disagree” responses was Question Three, about consistent enforcement of rules. This year, there were “Strongly Disagree” responses to all six questions, with three to six students making that choice for each question. A similar change would be seen throughout the survey.

Interestingly—particularly given that SBA’s procedures have not changed—the percentage of students who feel that they do not have adequate access to technology tools decreased this year by more than twenty percentage points (47.62% versus 27.08%).

Taking into consideration the full range of responses, it seems that efforts to improve consistent policy enforcement this year have not been effective from the students’ perspective, with an increase of nearly ten percentage points over last year in students responding “Disagree” or “Strongly Disagree” to Question Three. It is still concerning that 21.28% of student respondents disagree that all individuals at SBA are treated with dignity and respect, a number very consistent with last year’s 20%.

There was a nearly three-fold increase in students’ disagreeing that the amount of homework assigned is reasonable (10% versus 27.66%). There were also slight increases in the percentage of students who believe that classwork at SBA challenges them to think (78.95% versus 82.98%) and students who believe that classwork is presented from a biblical perspective (90% versus 93.62%)—a positive change—and a decrease in the percentage of students who feel that teachers are available and willing to provide help to students (95% versus 82.98%)—not a positive change.

Sunshine Bible Academy Climate Survey Results Supplemental Questions - 2015

The following questions were asked in 2015 but were not asked in 2014:

Question	SA	A	N	D	SD
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Parents

I am satisfied with the overall dorm life and atmosphere at SBA.	15.79	31.58	28.95	18.42	5.26
For students who frequently stay in the dorms over the weekend: The weekend activities provided meet my child's social and spiritual needs and provide balance to the Monday through Friday school week.	2.78	16.67	63.89	16.67	0.0

Faculty/Staff

I am satisfied with the overall dorm life and atmosphere at SBA.	0.0	62.50	12.50	12.50	12.50
For students who frequently stay in the dorms over the weekend: The weekend activities provided meet my child's social and spiritual needs and provide balance to the Monday through Friday school week.	0.0	65.22	17.39	13.04	4.35

Students

I am satisfied with the overall dorm life and atmosphere at SBA.*	12.77	19.15	21.28	14.89	17.02
For students who frequently stay in the dorms over the weekend: The weekend activities provided meet my child's social and spiritual needs and provide balance to the Monday through Friday school week.**	9.30	6.98	37.21	6.98	16.28

* 14.89% of respondents indicated they are not boarding students. (One student skipped the question).

** 23.26% of respondents indicated they are not boarding students. (Five students skipped the question).

These responses indicate that there is a significant number of parents, faculty/staff and students alike who feel that there is room for improvement in the overall atmosphere of the dorm as well as weekend activities.

Dress Code

This year SBA altered the dress code for junior high and high school students, including eliminating the requirement that students "dress up" on Wednesdays and requiring collared shirts for boys and girls. Please select which of the following responses most accurately represents your view on these changes.

	Parents	Faculty/Staff	Students
I think the changes were positive.	43.59	69.57	25.00
I do not have a strong feeling either way.	30.77	26.09	43.18
I do not like the changes.	25.64	4.35	31.82

- Six parents commented in favor of the adoption of a uniform.
- Two parents commented that their students miss the dress up days.
- Two parents commented that they would have liked to know about the change earlier for the purposes of school shopping.
- Two parents commented that, whatever the dress code, enforcement needs to be consistent.
- Five parents commented that the restrictions on dress are unnecessary and that, so long as their clothing is modest, students should be free to wear most anything.

- Student comments tended toward a desire for a return to "t-shirt Mondays" and an elimination of the collar requirement for shirts, though there were a several comments indicating the dress code was fine and was not difficult to get used to, one expressing an appreciation for the dress code and one expressing a preference for uniforms.

Co-Curricular Activities

What, if any, additional co-curricular activities would you like to see offered at Sunshine Bible Academy?

Student responses included seven in favor of soccer and three in favor of ballroom dancing. Competitive cheer, etiquette class, drama class and tennis were also mentioned.

Parent responses included two for ministry team, one for badminton, one for extemporaneous speech or debate, one for soccer, two for life skills and one for more electronics classes.

Several parents commented recommending courses that SBA already offers, indicating that the school may need to improve its communication of course offerings.